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AUTHOR	Riley, Michael
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ABSTRACT

The April 2001 Dombay (Russia) Seminar was organized within the framework of the Joint Programme of Cooperation between the European Commission and the Council of Europe, together with the Ministry of Education of the Russian Federation and the Ministry of Education of the Republic of Karachevo-Cherkessaya to improve democratic stability in the North Caucasus. This was an introductory seminar the Joint Programme. The Programme lasted 24 months and included an initiative on teaching history in secondary schools. Three seminar objectives were to: (1) review the present provision of new history textbooks in the North Caucasus; (2) analyze the provision of initial teacher training and continued professional development for history teachers in the North Caucasus; and (3) put forward suggestions for improved textbook provision and the development of initial and inservice training for history teachers. The first day of the seminar focused on the preparation and publication of new history textbooks, while day two was concerned with initial and inservice teacher training. This report consists of the following sections: (1) "Introduction"; (2) "Opening Plenary Session"; (3) "Preparation of New History Textbooks for Secondary Schools"; (4) "Initial and Inservice Training of History Teachers"; and (5) "Appendices" (programs; participant lists; full texts of presentations). (BT)

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ED 471 107

Dombay, Karachaevo-Cherkesskaya Republic, Russian Federation, 23-24 April 2001

History Teaching in Secondary Schools: Teacher Training and History Textbooks

Report by Dr Michael RILEY, Bath Spa University College, United Kingdom

Council of Europe
F-67075 Strasbourg Cedex

SO 034 440

JOINT PROGRAMME OF CO-OPERATION BETWEEN THE EUROPEAN COMMISSION AND THE COUNCIL OF EUROPE TO STRENGTHEN DEMOCRATIC STABILITY IN NORTH CAUCASUS

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I. INTRODUCTION
II. OPENING PLENARY SESSION
III. THE PREPARATION OF NEW HISTORY TEXTBOOKS FOR SECONDARY SCHOOLS
IV. THE INITIAL AND IN-SERVICE TRAINING OF HISTORY TEACHERS
V. APPENDICES

I. INTRODUCTION .

The Dombay Seminar was organised within the framework of the Joint Programme of Cooperation between the European Commission and the Council of Europe to strengthen democratic stability in North Caucasus together with the Ministry of Education of the Russian Federation and the Ministry of Education of the Republic of Karachaevo-Cherkesskaya. This was the introductory seminar. The Joint Programme will last 24 months and will include, among other activities, an initiative on teaching history in secondary schools.

The aims of the Seminar were to:

- Review the present provision of new history textbooks in the North Caucasus;

- Analyse the provision of initial teacher training and continued professional development for history teachers in the North Caucasus;

- Put forward suggestions for improved textbook provision and the development of initial and in-service training for history teachers.

The first day of the Seminar focused on the preparation and publication of new history textbooks, while day two was concerned with initial and in-service teacher-training. The Seminar was organised in plenary sessions with presentations from experts, reports from representatives of republics and regions, and open discussions among participants. It was expertly chaired by Mr. Vladimir Bastyn, Deputy Director,

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Department of Regional Policies, Ministry of Education of the Russian Federation.

The resort of Dombay provided a spectacular setting for the Seminar and participants greatly appreciated the awesome scenery and rich cultural heritage of Karachaevo-Cherkesskaya, as well as the generous hospitality of its people.

II. OPENING PLENARY SESSION

The President of the Republic of Karachaevo-Cherkesskaya, Mr Vladimir SEMENOV, hosted the opening dinner on the evening of Sunday 22 April 2001. His presence and words highlighted the importance that his Authorities attach to the implementation of the Joint Programme and, in particular, the work on the reform of history teaching.

The Seminar itself was opened by **Ms Alla Afanasyeva**, Minister of Education of Karachaevo-Cherkesskaya Republic, who welcomed the participants and stressed the importance of history teaching in Karachaevo-Cherkesskaya, where schools educate over 100,000 pupils of many different nationalities.

The Vice-President of Karachaevo-Cherkesskaya, **Mr Muhhortov**, also welcomed the participants and emphasised the common issues and concerns facing the different republics and regions of North Caucasus.

Ms Alison Cardwell, Administator, Education Policies and European Dimension Division, Council of Europe, thanked the Federal Ministry and the Ministry of Education of Karachaevo-Cherkesskaya for their co-operation in organising the Seminar. She outlined the Council of Europe's work in history education and emphasised the importance of the North Caucasus Programme.

Mr Vladimir Bastyn, Deputy Director, Department of Regional Policies, Ministry of Education of the Russian Federation, explained the significance of the Seminar in supporting the preservation of peace in the North Caucasus. He emphasised the importance of history as a school subject in framing pupils' attitudes towards the past, the future and other people. This is particularly important in a region of many different nationalities, like the North Caucasus.

Presentation

Co-operation between the Council of Europe and the Russian Federation in the preparation of new history textbooks for secondary schools and in the initial and in-service training of history teachers.

Ms Tatiana Milko, Programme Officer, Council of Europe.

Ms Milko outlined the history of co-operation between the Council of Europe and the Russian Federation in history education. This is based on a joint recognition of history's importance in teaching pupils to think and to develop their values. History teachers' contribution to education for human rights and mutual understanding has provided the foundation for the work of the last five years. From 1997, the production of new history textbooks has been central to the project, and work with leading teachers and textbook writers has been undertaken in many different parts of the Russian Federation. There is a strong demand for interesting and well-illustrated textbooks which seek to engage pupils with the past. New textbooks must also develop an understanding of neighbouring countries and of different interpretations of history. A multiperspective approach has, therefore, underpinned the work of the project. However high the quality of a textbook, the most important factor in raising standards in school history is the teacher. The training of history teachers has, therefore, been a vital element in the programmes so far undertaken. This work has emphasised the importance of developing historical knowledge linked to teaching pupils to analyse historical problems and to evaluate critically historical sources and interpretations.

III. THE PREPARATION OF NEW HISTORY TEXTBOOKS FOR SECONDARY SCHOOLS .

Presentation

The preparation of history textbooks: criteria for the selection of contents, presentation of the materials, the role of the textbook in the classroom: an author's view point.

Dr Michael Riley, Senior Lecturer in History Education, Bath Spa University College

Dr Riley explained the context for history textbook production in England. Teachers are free to choose from a wide selection of texts produced by different publishers. The textbooks are aimed at the National Curriculum for History (5-14 year olds) and public examination specifications (14-18 year olds). Successful textbooks in England present historical information in an accessible way and model effective pedagogy. In recent years, there have been three important advances in the teaching of history which have particular significance for authors:

- The critical use of sources within the process of historical enquiry;
- The teaching of interpretations of history;
- The teaching of higher-order thinking and extended writing.

Quality textbooks are based on rigour, motivation and accessibility. Rigorous textbooks carefully select historical content and build knowledge and conceptual understanding through carefully structuring information around valid historical questions. Motivating textbooks engage pupils in the process of historical enquiry, carry the reader forward with a strong narrative and emphasise the human element in studying the past. Accessible textbooks help the reader by providing clear, structured stages in their learning. They provide activities which support pupils in analysing historical information, use lively prose and contain strong visual reinforcement. Quality textbooks should lead pupils into a complex understanding of the past. This is particularly important in ethnically complex regions such as the North Caucasus.

Summary of Reports from Republics and Regions

The Republic of Adegeya

Two new textbooks (and supporting texts for teachers) on the History of Adigeya were produced in 1999. These cover the history of the region up to and including the 19th Century. They focus on the influence of events on the different nationalities. The texts contain weaknesses in part due to the fact that few teachers were involved in their production. In future, more people should be involved in the producing of textbooks.

The Republic of Dagestan

Particular problems have been encountered in producing textbooks on the history of Dagestan due to the large number of nationalities in the republic. Two textbooks on the History of Dagestan were produced several years ago, but these contain significant weaknesses. An attempt is now being made to produce a new textbook. The main priorities are balanced coverage in terms of different nationalities, quality illustrations/activities and supporting teachers' material which develops effective approaches to teaching.

The Republic of Karachaevo-Cherkesskaya

Teachers have more than 40 different textbooks from which to choose, including some on the history of Karachaevo-Cherkesskaya. There are some examples of quality texts, but most are poor and there is an urgent need for standardisation in the quality of history textbooks. In particular, the pressure for content coverage needs to be balanced against making the books interesting and accessible for pupils. Important factors in increasing accessibility are engaging text, quality illustrations and purposeful tasks. Teachers' books which model effective pedagogy are a priority. More teachers and authors should be involved in textbook production.

The Republic of Chechnya

Many schools are closed due to the war. In the schools which are open, not all teach the history of the Republic of Chechnya and there are only two textbooks available on the history of the republic. The situation is very difficult, but there is an urgent need for a textbook on the North Caucasus which includes the history of Chechnya and which teaches pupils about the origins of the present conflict.

Krasnodar Region

Two particular problems facing history teachers are the lack of access to textbooks in rural schools and the issue of content overload in history. New textbooks are required which include pupils' books, teachers' books and copybooks. Ordinary teachers should be widely consulted during the production of new textbooks.

Stavropoul Region

1995, a new set of history textbooks was produced for pupils in the region. These books have paid specific attention to the most important events in Stavropoul's history and have taken into account the different views and interpretations of scholars. The textbooks also provide stimulating questions and activities for pupils. The priority is to produce a common textbook on the North Caucasus which covers the history of different nationalities and which adopts new approaches in pedagogy.

Conclusions and Recommendations

Several good examples of quality textbooks covering the history of different republics and regions have been developed over the last few years. Some regions have been particularly active in developing new resources. Future work should build on this successful practice

There is an urgent for new textbooks which consider the history of the North Caucasus as a whole. These books should cover the histories of different nationalities in the region, but should avoid content overload. Content should be carefully selected to focus on the most significant themes, events and individuals.

New textbooks should place particular emphasis on studying different interpretations of history and on multi-perspective approaches. The textbooks must be inclusive. They should not hide from covering disturbing aspects of the region's history, but should also focus on social and cultural themes.

New history textbooks must be written with pupils in mind. Careful thought should be given to the organisation of material, the accessibility and interest of the text, the integration of visual material and the nature of pupil activities.

Teachers' books should be produced to support new textbooks for pupils. These should provide guidance in using the textbooks in the classroom and should model effective pedagogy.

It is vital that leading teachers are involved in the production of new textbooks both as writers and as consultants. This is very important in ensuring that texts are matched to the needs of pupils.

IV. THE INITIAL AND IN-SERVICE TRAINING OF HISTORY TEACHERS .

Presentation

New methods in teaching history: the example of Northern Ireland.

Ms Cheryl Stafford, Advisory Officer for History, South Eastern Education and Library Board, Northern Ireland.

Ms Stafford shared some of the developments, complexities and difficulties of teaching a controversial subject like history in Northern Ireland. She briefly summarised the recent history of Northern Ireland and described the ways in which traditional history teaching, with its emphasis on the retelling of a particular `story of the past', had exacerbated political and religious divisions.

The last 10 years, however, have seen major developments in the teaching of history in Northern Ireland:

Pupils have been encouraged to see the conflicting nature of some of the interpretations of history that have been written or produced. New textbooks have helped students to understand that events can be interpreted in different ways according to the political position of the person retelling the event.

TV, video and film have become powerful pedagogical tools and the best history teachers have promoted critical viewing skills in their pupils.

Pupils are encouraged to discuss controversial historical issues and to engage in role-play in order to develop an understanding of the attitudes of different groups of people in the past. They are increasingly asked to present their findings orally.

Oral history has been used as a powerful tool in developing a multi-perspective approach to the study of history.

Pupils are encouraged to undertake independent enquiry using the internet and CD-ROMS.

History teachers in Northern Ireland are now in a position to

teach history from a range of perspectives and interpretations, deploying a greater variety of learning activities. However, a number of issues remain to be addressed, such as the need for a more inclusive history curriculum which looks beyond Ireland and Britain. Some history teachers are reluctant to encourage real controversy in the classroom and there are problems in ensuring that all teachers adopt a critical and multi-perspective approach to the study of history.

Summary of Reports from Republics and Regions

The Republic of Adegeya

Two higher education institutions train 15 new history teachers each year. There is a shortage of history teachers as many history graduates prefer to work in other professions. All students study the history of Adegeya, but there is a shortage of appropriate textbooks on the history of the Republic. There are around 400 history teachers in the Republic of Adegeya. Every four years, they raise their qualifications by undertaking a professional development course at one of the higher education institutions.

The Republic of Dagestan

There is a continuing shortage of history teachers, particularly in rural areas. Salaries are too low and students are put off by inadequate teaching materials, the limited time for history and by the lack of agreement on the history curriculum. The State University provides initial teacher training and further training for experienced teachers every four years. More emphasis is now placed on participation and active learning strategies. A more productive relationship between higher education and schools is beginning to emerge.

The Republic of Ingoushetiya

Many teachers have left the Republic of Ingoushetiya due to the Chechen war. The teacher shortage in rural schools is particularly acute. In 1996, an institute was founded for improving the qualifications of teachers. Innovative practice has been introduced based on recommendations from the Ministry of Education. Desirable developments would be the opportunity for history teachers to undertake further training in neighbouring

republics and for history educators from outside Ingoushetiya to offer training in the republic

The Republic of Kalmykia

Teachers of history are needed, especially in rural areas. One university and one pedagogical college train teachers for elementary schools. The main goal is to ensure that all new history teachers are well-trained and that new teachers are supported in improving their qualifications. Experienced teachers are used to deliver the training. Each year, there is a `teacher of the year' competition which allows the winner to undertake professional development in another country.

The Republic of Karachaevo-Cherkesskaya

There are 435 history teachers and 85% have higher education. Conferences for teachers are organised and every five years history teachers are required to raise their qualifications by undertaking further training. Training is provided through seminars, written assignments and observation and feedback on classroom performance. This structured approach has improved the quality of teaching. The professional development of history teachers is based on new methodologies. Much attention is paid to making history interesting and to developing the skills of critical enquiry.

The Republic of Chechnya

Teacher-training had been disrupted due to the war. Over the last 10 years, there has been little opportunity for the Institute of Education to work with teachers in improving their qualifications. However, initial teacher training has continued. The greatest need is for the further training of practising teachers.

Krasnodar Region

More conferences are needed so that history teachers can develop their skills. Teachers need particular training in selecting the most appropriate textbooks. There is an urgent need to establish agreed criteria for assessing the quality of textbooks.

Rostov Region

The Institute of Education has developed a close connection with schools in the Region. Many lecturers also work as teachers in schools. Training is organised in rural schools in order to overcome the problem of travel. Initial teacher education is based on a special programme which places emphasis on the development of pupils' thinking skills.

Stavropoul Region

There are 1551 teachers of history in the region. Teacher training is well developed and courses are organised to meet the needs of different teachers. Practising teachers are organised in `unions' which hold discussion groups, seminars and lectures. These `unions' often invite historians into schools and operate video loan collections.

Conclusions and Recommendations

The North Caucasus Programme should build on the examples of effective practice already developed in individual republics and regions. Close co-operation between institutes of education and schools and structured approaches to in-service training are two examples of effective practice on which to build. The concept of history teachers' `unions' or support groups is also a useful development which the programme could support.

There is an urgent need to provide professional development for teachers of history in rural schools. It would be helpful to use rural schools as centres of training where appropriate.

A priority should be to establish a consensus about the new methodologies which should underpin the initial teacher training and the continued professional development of history teachers. Several institutes of education have worked very hard to provide training in strategies for developing pupils' conceptual understanding and critical awareness. As yet, however, there is a lack of consistency across the region as a whole.

Opportunities for teachers and teacher educators to share ideas and approaches with colleagues from other republics and regions should be central to the programme.

Teacher training should be supported by quality resources which teachers can use in their classrooms. The development of history

textbooks is a long-term project and it is desirable to produce resources which can be used in training and teaching within a shorter time-scale.

V. APPENDICES

APPENDIX I

PROGRAMME OF THE MEETING

Sunday 22 April 2001

Arrival of the participants

Monday 23 April 2001

09.30 - 11.00 **Plenary Session**

Chair: Ms Alla AFANASYEVA, Minister of Education of Karachaevo-Cherkesskaya Republic

Opening of the Seminar by:

i. Mr Victor SAMEDOV, representative of the South Federal Region of the Russian Federation;

ii. Mr Sergey MUOHORTOV, Vice-Prime Minister of Karachaevo-Cherkesskaya Republic;

iii. Mr Vladimir BATSYN, Head of the Department of the Regional Policies, Ministry of Education of the Russian Federation;

Ms Alison CARDWELL, Administrator, Council of Europe;

Ms Alla AFANASYEVA, Minister of Education of Karachaevo-Cherkesskaya Republic.

Presentation on: "Co-operation between the Council of Europe and the Russian Federation in the preparation of new history textbooks for secondary schools and in the initial and in-service training of history teachers" by Ms Tatiana MILKO, Programme Officer, Council of Europe.

11.00 - 11.30 Break

11.30 - 13.30 **Plenary Session**

Round Table on: "Preparation and publication of new history textbooks on world history for secondary schools":

Chair: Mr Vladimir BATSYN, Ministry of Education of the Russian Federation, Moscow

Rapporteur: Ms Raisa SYDAKOVA, History teacher, Cherkessk

Presentation on: "The preparation of history textbooks: criteria for the selection of contents, presentation of the materials, the role of the textbook in the classroom: an author's view point", by Dr Michael RILEY, United Kingdom.

Presentation on: "Education Innovation Project: programmes on development of new textbooks for Russian secondary schools", by Ms Svetlana DOUBOVIK, Programme Officer, National Training Foundation, Moscow.

One representative from each of the republics or regions should give a 10 minute presentation on:

- advantages and disadvantages of textbooks on world and national history for present-day secondary schools;

- resources for teaching regional history;

- teaching resources on history for rural areas;

- the most urgent needs as regards teaching resources for teaching history in secondary schools.

13.30 - 14.30 Lunch

14.30 - 16.00 Continuation of the Round Table

16.00 - 16.30 Break

16.30 - 18.00 Continuation of the Round Table

20.00 Official Dinner

Tuesday 24 April 2000

09.30 - 11.00 **Plenary Session**

Round Table on: "The initial and in-service training of history teachers"

Chair: Mr Vladimir BATSYN, Ministry of Education of the Russian Federation, Moscow.

Rapporteur: Ms Liza BOTDAEVA, Institute of Initial and In-service Teacher Training, Cherkessk.

Presentation on: "New methods in teaching history: the example of Northern Ireland", by Ms Cheryl STAFFORD, Northern Ireland.

One representative from each of the republics or the regions should give a 10 minute presentation on:

- the initial and in-service training of history teachers in his/her republic or region;

- how in-service training is provided for history teachers from rural areas;

- the most urgent needs in initial and in-service teacher training.

11.00 - 11.30 Break

11.30 - 13.00 Continuation of the Round Table

13.00 - 14.30 Lunch

14.30 - 15.30 Continuation of the Round Table

15.30 - 16.00 Break

16.00 - 17.00 The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of the round tables. They should all prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the report of the Seminar.

17.00 - 18.30 **Plenary Session**

Chair: Mr Vladimir BATSYN, Ministry of Education of the Russian Federation, Moscow.

i. Presentation of the conclusions and recommendations by the rapporteurs of the round tables;

ii. Presentation of the overall conclusions and recommendations of the Seminar by the General Rapporteur.

Comments by the participants.

Closing speeches :

i. Ms Alison CARDWELL, Administrator, Council of Europe;

ii. Mr Vladimir BATSYN, Head of the Department of the Regional Policies, Ministry of Education of the Russian Federation;

iii. Mr Victor SAMEDOV, representative of the South Federal Region of the Russian Federation;

iv. Ms Alla AFANASYEVA, Minister of Education of Karachaevo-Cherkesskaya Republic.

20.00 Dinner

Wednesday 25 April 2001

Departure of the participants

APPENDIX II

LIST OF PARTICIPANTS

GENERAL RAPPORTEUR

Dr Michael RILEY, 15 Abbey Cottages, Montacute, Somerset
TA15 6XJ, United Kingdom
Tel/fax: + 44 1935 82 56 38

SPEAKERS

Ms Cheryl STAFFORD, South Eastern Education and Library Board, Grahamsbridge Road
Dundonald, BT16 2HS, Northern Ireland, United Kingdom
Tel/fax: + 44 28 90 566 266

MOSCOW

Mr Vladimir BATSYN, Deputy Director, Department of Regional Policies, Ministry of Education of the Russian Federation
Tel: + 7 095 925 72 75
Fax: + 7 095 924 69 89

Mr Anatoly PROKHOROV, Editor-in-Chief, Prepodavaniye Istorii v Shkole" Journal

Mr Alexander KAPYRIN, Leading Specialist, "The Regions of the Russian Federation" Foundation

Ms Svetlana DOUBOVIK, Programme Officer, National Training Foundation

Ms Ludmila TYGRANOVA, Publishing House "AST-PRESS"

THE REPUBLIC OF ADIGEYA

Mr Kzbek ACHMIZ, Director, Pedagogical college

Professor Ashat CHIRG, Rector, Adigeya State University

THE REPUBLIC OF DAGESTAN

Mr Magomed DJAMALUTDINOV, Leading specialist, Ministry of Education

Professor Valentina EGOROVA, Dagestan State Pedagogical University

THE REPUBLIC OF INGOUSHETIYA

Ms Maria POUGOEVA, Leading Specialist, In-service Teacher Training Institute

Ms Malika GORDANOVA, Head teacher, School N° 13, Nazran

THE REPUBLIC OF KABARDINO - BALKARIYA

Dr Alim TETUEV, First Deputy Minister of Education and Science

Ms Irina ERJIBOVA, History teacher, School N° 1, Tyrnauzy

THE REPUBLIC OF KALMYKIYA

Ms Nina BADMINOVA, Head of the Department of the General Education, Ministry of Education

Ms Maria REKSHAN, Methodologist, Institute of the Humanities Researchers of the Republic of Kalmykiya

THE REPUBLIC OF CHECHNYA

Mr Lema DADAEV, Minister of General and Professional Education of the Republic of Chechnya

Professor Sharuzy AHMADOV, State University of Chechnya

Professor Yauz AHMADOV, Ministry of Mass Media of the Russian Federation

Professor Jabrail GAKAEV, Senior Researcher, Institute of Ethnography, Russian Academy of Sciences

KRASNODAR REGION

Professor Boris TREHBRATOV, Head of Department, Krasnodar State University

Dr Svetlana TREHBRATOVA, Rector, Krasnodar Institute of Local History

ROSTOV ON DON REGION

Mr Victor SAMEDOV, representative of the South Federal Region of the Russian Federation

Ms Elena LOUNINA, Leading specialist, Ministry of General and Professional Education

Ms Olga VIKTUK, Head of Department, Institute of In-service Teacher Training

STAVROPOUL REGION

Mr Alexei KROUGOV, Associate Professor, Department of Regional History, Stavropoul State University

Ms Nadejda ROUMYNINA, Institute of In-service Teacher Training

THE REPUBLIC OF KARACHAEVO CHERKESSIYA

Mr Serhgey MOUHORTOV, Vice-Prime Minister of Karachaevo-Cherkesskaya Republic

Ms Alla AFANASYEVA, Minister of Education of Karachaevo-Cherkesskaya Republic

Mr Boris BEGEULOV, Deputy Minister of Education of Karachaevo-Cherkesskaya Republic

Ms Liza BOTDAEVA, Institute of Initial and In-service Teacher Training, Cherkessk

Ms Raisa SYDAKOVA, History teacher, Cherkessk

Ms Elena PERVAKOVA, History teachers, School N°1, Zenechukskiy Region

Ms Irina ERDJIBOVA, History teacher, School N°10, Cherkessk

COUNCIL OF EUROPE

Ms Alison CARDWELL
Administrator
Education Policies and European Dimension Division
Directorate IV, Education, Culture and Heritage, Youth and Sport
Tel: + 333 88 41 26 17
Fax: + 333 88 41 27 50/56

Ms Tatiana MILKO
Programme Officer
Education Policies and European Dimension Division
Directorate IV, Education, Culture and Heritage, Youth and Sport
Tel: + 333 88 41 36 97
Fax: + 333 88 41 27 50/56

APPENDIX III

FULL TEXTS OF PRESENTATIONS

I. THE PREPARATION OF HISTORY TEXTBOOKS: AN AUTHOR'S VIEWPOINT

Dr Michael RILEY

Can I say, first of all, what a privilege it is to be invited to take part in this important seminar. I shall take back to England more ideas than I have brought and for that I am deeply grateful. The focus of my contribution is the preparation of history textbooks from an author's viewpoint and I want to consider three aspects to this subject. First of all, I shall set the context for the production of history textbooks in England, by outlining the main features of school history education in my country. Secondly, I shall relate the production of history textbooks to recent developments in pedagogy. Finally, I shall give my personal perspective on the factors which contribute to quality history textbooks. Each of these themes will, I hope, allow us to make some useful contrasts and connections with the situation in the North Caucasus.

The context for history textbook production in England

The production of textbooks in English schools is based entirely on free market principles. Each year publishers produce a wide range of new history textbooks and teachers are free to select whichever they prefer. The issue of `free choice' as opposed to `approved' textbooks for all subjects has recently been debated at the national level in England. However, for the time being, free choice prevails and teachers continue to use their professional judgment in selecting the most appropriate resources for their pupils.

The context for history textbooks aimed at pupils below the age of 14 is the National Curriculum for History. This provides a clearly-prescribed structure for the work of publishers, authors and editors. The rationale for history, which was produced for the new curriculum 2000, necessarily underpins their approaches:

History fires pupils' curiosity about the past in Britain and the

wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and as members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up, and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

The National Curriculum clearly defines the knowledge, understanding and skills which pupils should develop. Between the ages of 11 and 14 pupils must study three defined periods of British history, combined with a European study, a study of a culture beyond Europe and a study of 20th Century world history. Through these six areas of study, students are expected to develop a range of historical skills which include carrying out historical enquiries, selecting and evaluating a range of sources, evaluating different interpretations of history and communicating their understanding using a range of techniques. This emphasis on the integration of skills and knowledge is equally important in the nationally-agreed framework for history courses aimed at pupils who choose to continue their study of history beyond the age of 14. The deployment of knowledge, the skills of analysis and explanation, the critical use of sources and the evaluation of different interpretations of history are all essential elements of history education. Successful textbooks must, therefore, reflect this integrated approach.

Recent trends in history education in England

Successful history textbooks in England are required both to present historical information in an accessible way and to model effective pedagogy. This represents a huge difference from the textbooks of 30 years ago, which were almost entirely focussed on the transmission of information. Three recent advances in the teaching and learning of history have particular significance for authors.

The first relates to the critical use of historical sources within the process of historical enquiry. The early 1970s saw the

introduction of the so-called `new history' in England. This emphasised a skills-based approach to the teaching and learning of history. History textbooks began to contain more extracts of original source material and increasingly sought to engage pupils in source analysis and evaluation. In many respects, this was a welcome development, but at worst it led to atomised little source exercises which left pupils confused and bored. We are now moving towards a healthier balance of skills and knowledge. The best textbooks reflect this by engaging pupils in the historical process while paying due attention to contextual knowledge.

The second recent improvement is the teaching of `interpretations of history' This was formally introduced in the first (1991) National Curriculum. Pupils are taught how the past is used in a variety of ways - to educate, to advance scholarship, to entertain and simply to make money. This focus on historical interpretations protects history from those who would manipulate it for their own ends. It is, of course, a vital element in education for citizenship in a modern democracy. Effective textbooks introduce pupils to a range of historical interpretations. They foster an understanding of how and why historical events, people and situations have been interpreted in different ways. They also encourage pupils to develop their skills in evaluating different historical interpretations.

The third example of improved practice is the teaching of higher-order thinking and extended writing. The skills revolution of the 1970s often encouraged short and formulaic written answers. Over the last few years, teachers and history educators have developed approaches which teach higher-order thinking and extended writing to the whole ability range. Pupils are required to select and organise historical evidence in order to make balanced and substantiated judgments. The best recent textbooks, therefore, provide stimulating contexts and supporting structures for pupils' thinking and writing. Typically, the new generation of textbooks contains a motivating mixture of authorial text, written and visual sources, supporting cartoons and illustrations as well as pupil activities.

Essential elements of quality history textbooks

As an author and editor of recent textbooks for pupils aged 11-14, the context of the English National Curriculum, alongside

recent developments in the teaching of history, provide the essential framework for my writing. However, in attempting to produce history textbooks which teachers and pupils will want to use I perceive three elements as essential for quality texts: these are rigour, motivation and accessibility.

A rigorous history textbook teaches pupils to think. It achieves this through the careful selection of significant historical content and themes which deepen pupils' historical understanding. The selection of content will pay due attention to economic, political, social and cultural history. It will develop overviews of significant features, events and changes. It will also cover a wide range of attitudes and beliefs, paying heed to the experiences of both men and women and the diversity of past societies. Quality texts avoid superficial `coverage' of history. Instead, they seek to build layers of knowledge and conceptual understanding by structuring historical information around valid and worthwhile historical enquiries. Framing chapters around carefully-defined historical questions teaches pupils the processes and principles of historical enquiry. The pursuit of a solution to a valid historical question such as `Why did a murder lead to war in 1914?' or `How did Hitler gain control of Germany?' forces pupils to think and helps them to frame significant questions of their own. It is important to ensure that enquiry titles model good historical questions and that the foci of enquiries are spread across the organising concepts of the discipline: change and continuity, cause and consequence, similarity and difference, the evaluation of sources and interpretations. Rigour in history textbooks is not achieved by scampering across vast tracts of the past, but by engaging pupils in enquiries which skilfully blend both outline and in-depth historical knowledge.

The framing of history textbooks around substantial enquiry questions is also important in providing a motivating context for learning. Pupils are engaged by purposeful historical investigations which lead to significant pieces of work. It is important to think of the fun and exciting ways in which younger pupils can communicate their historical understanding. As history teachers and authors we have a range of satisfying and motivating outcomes to choose from: analytical essays, narratives, debates, presentations, e-mails, fictional stories, annotated sources, conferences, plans for television programmes.... Textbooks should motivate young people by including a range of these tangible outcomes for their learning.

Quality textbooks should also draw pupils into historical issues. This is essential, particularly for low-attaining pupils who need to be "hooked-in" if they are to sustain the effort needed to embrace complex historical ideas. Enquiries which open with an arresting source, a stunning picture or an intriguing story prepare the reader for an interesting historical journey. Young readers can then be carried forward by a strong narrative which illuminates the past through the experiences of flesh and blood people. History textbooks should present the past not as a series of difficult and abstract concepts, but as a discipline with human-beings at its core.

The third principle underpinning history textbooks is that they should be accessible to pupils of differing abilities. Readers need to be helped with clear structured stages in their learning. Activities should be planned to create plenty of opportunity for reinforcement. Many pupils find history difficult because of the sheer unfamiliarity of the material and by the need to hold onto several different ideas at once. Good history textbooks can help with this by providing sequenced activities which help pupils to sort out information. These activities can support pupils in selecting, linking, classifying and synthesising historical information. Exercises of this type help pupils to make connections and to see the big issues. Help can also be provided within the text itself through the use of clear and active prose and by the visual reinforcement of cartoons and illustrations. Such strategies ensure that all pupils have an entitlement to an historical education which is both rigorous and fun.

This emphasis on accessibility should not, however, lead to a reductionist and over-simplified view of the past. Accessibility is important, but the past is complex and textbook writers have a duty to keep history complicated. Nowhere is this more vital than in ethnically complex regions like the North Caucasus. At a macro level, textbook writers need to ensure a balance of local, regional, national and world history. They should also resist the domination of political and military history at the expense of social and cultural themes. Most importantly, they need to create texts which do not alienate young people from minority ethnic groups. At the micro, level textbook writers need to lead pupils into complex judgments about people, events and situations. Their texts should deliberately break down stereotypical views and should force pupils to think critically and from different perspectives. An understanding of the complexity of the past,

and an appreciation of the reasons why the past is always changing, are vital ingredients in the education of our young citizens.

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Ms Cheryl STAFFORD

Ladies and Gentlemen, it is a privilege for me to attend this conference and to learn about the developments of history teaching in the Russian Federation as I engage in the training and professional development of teachers in Northern Ireland.

I would like to share with you some of the developments, complexities and difficulties that we have encountered in teaching a controversial subject like history. Considering that there is probably not a family in Northern Ireland which has not been touched by the horrors of the past 30 years, the context in which the teacher of history operates is difficult.

The island of Ireland is divided into the Republic of Ireland and Northern Ireland. Northern Ireland is a province of Great Britain consisting of six counties and approximately 1.5 million people. The division of the island of Ireland in 1921 caused much resentment and, in 1969, trouble erupted on the streets of Northern Ireland when the nationalist community sought to demand equal rights in the state of Northern Ireland which was ruled by a Unionist government. This trouble brought bombings, deaths and atrocities on both sides resulting in a very divided society - Nationalists (predominantly Catholic) who want Northern Ireland to return to the rest of Ireland and who see themselves as Irish versus Unionists (predominantly Protestant) who want Northern Ireland to remain part of Britain and see themselves as British. Ireland still remains divided as an island but the Good Friday Agreement signed in 1998 has paved the way for the beginning of the healings of the divisions between the two communities. Issues such as the releasing of terrorist prisoners, the stockpiling of arms/ ammunition and paramilitary mafia activity continue to present real problems.

How was history taught in the past in Northern Ireland?

Content:

Bernadette Devlin - a leading Republican (Catholic Nationalist) wrote of her experiences of history teaching at school in the early 1960s.

"*We learned Irish history. People who went to Protestant schools learned British history. We were all learning the same things, the same events, the same period of time but the interpretations we*

were given were very different. At the state school, they taught the Act of Union was brought to help strengthen the trade between Britain and Ireland. We were taught it was a malicious attempt to bleed Ireland dry of her linen industry which was affecting English cotton".
When Irish history was taught it was the story of heroism in maintaining nationalist feelings under foreign rule. When British history was taught, it retold the splendours and glories of the Empire of which Ireland was its first colony. This type of teaching intensified the political hatred between the two communities.

Pedagogy:

Teachers were viewed as the fount of all knowledge. Students passively listened to the account of history presented by the teacher. The teacher used textbooks as a narrative account of the events. Students were encouraged to know that particular account of history and were tested on their factual knowledge. The teaching of history was largely the retelling of a `story of the past' which depended on the political viewpoint of the teacher.

Major developments in the teaching of history in the last 10 years

The Education Reform Act of 1989 brought a statutory curriculum for the teaching of history in Northern Ireland. This ensured that all students had the opportunity to study the history of **Ireland** and Britain. Students came face to face with the reality of the development of the state of Northern Ireland, thereby providing a context for the current political troubles. The study of this history has led to many prejudices and assumptions about the past being challenged.

Through the influence of the Schools History Project, the pedagogy of the teaching of history underwent some dramatic changes. No longer was history viewed as merely the acquisition of knowledge gained from the teacher. Students were encouraged to interrogate the evidence to see the conflicting nature of some of the interpretations of history that have been written or produced. The critical and analytical skills of the subject were promoted. Students were taught to critically examine all the evidence presented to them - could the evidence be trusted? Who wrote it? For what purpose? This critical

thinking aimed at developing citizens of Northern Ireland who would no longer merely accept the exaggerated/ inaccurate and distorted stories of history passed down to them by their families/communities representing only one side of the political divide. Initially, however, some teachers continued to allow distorted views of the history of Britain and Ireland depending on their own political viewpoint.

Basic historical skills and concepts promoted by teachers of history in Northern Ireland:

Chronology - Analytical narrative. History's power flows from its narrative character. Chronology serves not only as the organising core for human experience, it can help bring structure and understanding.

Interpretation of Narrative - Studying history means more than remembering facts. It must include evaluating historical information and reflecting on different interpretations of historical events.

Inclusiveness - History must tell the story of all Britain and Ireland's peoples - men and women of all classes and conditions, national and religious backgrounds.

Contingency and Complexity - The past must be seen on its own terms, not through today's values. Students must see that individual and group decisions shaped history and that some stories might have turned out differently.

Exploring Causality - Depth and narrative help students grapple with the historical question of causality. Why and how did things happen? How is one event related to another?

Active Learning and Critical Enquiry - Direct contact with historical documents and different interpretations help students understand the complexity and adventure in history. Teachers should use active learning strategies appropriate to the content and student capabilities.

Textbooks

In order to eliminate the teaching of distorted views of history, teachers needed textbooks to promote the critical interpretation

of the history of the relations between Britain and Ireland. Textbooks have been written showing how the traditional accounts of major events in Irish history have been distorted throughout generations. For example, `The Battle of the Boyne' in 1690 is viewed by the Protestant/Unionist community as the triumph of `Good King Billy' over the evil forces of the Catholic King James. Through the analysis of sources and representations of King William III, students learn that the Protestant King Billy actually fought with the blessing of the Pope, that he did not ride a white horse and instead of appearing as a glorious figure at the Battle of the Boyne, he actually was 4ft 5 inches, suffered an asthma attack at the Battle and fell off his horse when crossing the Boyne.

Likewise when the nationalist/ catholic students study the arrival of the British or `Normans' in Ireland in 1169 which they see as the root of all Ireland's problems, they learn that the Normans were invited to Ireland by an Irishman called Dermot MacMurrough who wanted to use the Normans to become the most important man in Ireland. Through the study of history, students learn the complicated nature of history and to look at current political situations in a more complex way noticing that rarely is one side right and the other side wrong.

A teacher who taught history to political prisoners who had committed terrorist atrocities in the name of Unionism or Nationalism told me how the prisoners felt they had been `deceived' by their communities. Their study of history has shown them how inaccurate many aspects of their supposed fight has been. Unfortunately, these exaggerated/distorted accounts of history have been used to fuel hatred and discord in Northern Ireland.

Current textbooks provide students with objective accounts of the relations between Ireland and Britain in the past. Many visual and written sources are used to show how the history of Ireland and Britain has been represented throughout generations. The students are asked to study how the sources show the two conflicting accounts of what happened. Students learn that events can be interpreted in many different ways according to the political position of the person retelling the event.

TV/Video/ Film

The current generation of students is a video generation. This makes film and video a powerful pedagogical tool. Visual media also addresses different learning styles, making material more accessible to visual and aural learners. The very qualities, however, that make film and video so popular can present problems. They can reinforce the passive viewing and unquestioning acceptance of received material that accompanies growing up in a video environment. History teachers need to promote critical viewing skills amongst their students.

One example of a film used by history teachers in Northern Ireland is Jordan's `Michael Collins'. In one scene, the producer almost delights when a man from the British establishment is blown up. The Irish terrorists are portrayed as `heroes'. Some of the questions students should ask about this film are:

- How has the producer decided what content has been included?

- How might the personal, political, religious background of the producer have influenced the film?

- How was the film received at the time of its production? What factors influenced its reception? Has the reception changed over the years?

A number of TV programmes have been made which show the conflicting stories in the history of Ireland and Britain. Students listen to two different accounts of events in the past from the both sides of the political divide. After watching these accounts, students are encouraged to produce their own accounts of the past which are objective - seeking to show the different interpretations of the events and coming to their own conclusion about what happened.

Discussion and Debates

Instead of students sitting passively in the classroom listening to the account of the teacher, students are encouraged to discuss in groups the conflicting nature of the evidence. Groups of students may be encouraged to take a particular standpoint on the interpretation of an event e.g. "***The Irish potato famine was the British Holocaust***" and debate this motion. The skills engendered in debating encourage the students to find weaknesses in the proposed motions showing the inaccuracy of

many statements about the British in Ireland.

Teaching about controversial issues can have positive effects on students, school climate and subsequently society at large. Students are motivated to learn and apply decision-making and problem-solving skills when discussing topics of importance to them. Discussing controversial issues will counteract the apathy amongst young people.

Drama

In order for students to understand the perspectives and viewpoints of different people during the events in Ireland's past, students are encouraged to role-play scenes from the past. The benefit of drama is that the student must actively study how different people felt at the time. Teachers are encouraged to get the class to represent as many different people as possible. Role-play enables students to step beyond their traditional communal prejudices and see how the other side felt, e.g. when the British settlers came to Ireland and took much of the best land, the native Irish felt resentful. The future generations of these settlers, however, felt Irish and yet they feared attack from the native Irish.

Hot-seating enables students to ask a character from the past reasons for their actions. Usually, the teacher re-enacts a character from the past and when the teacher answers the student's question, he/she is trying to challenge the student's particular prejudice.

Active engagement of the student in the representation and interpretation of history has resulted in more critically aware students than the previous teaching strategies which involved the teacher telling the student his/her viewpoint of the past.

Oral History - e.g. inviting a person who witnessed the Enniskillen bombing to come into the classroom to speak about their experiences.

Oral history is a stimulating classroom activity and an exciting process which increases student involvement and understanding of the history of Northern Ireland. It involves students directly in a method of historical enquiry which includes the organisation and presentation of information acquired directly from another

person. Students can understand that the history of Northern Ireland is not simply a series of events in a textbook but rather it is composed of life experiences and memories of many people just like themselves. Students appreciate that history is the collective memories of actual events that have directly affected the lives of their friends, acquaintances and relatives. First-person information about any historical event makes it much more relevant to their lives. Students will be given the opportunity to develop their questioning skills as they ask various questions; improve their listening skills by listening for how and why the person being interviewed chose to describe an event as he/she did. The best practice I have seen is when speakers come into the classroom from two sides of the community to talk about their viewpoints of events in the past. The human story of suffering on both sides of the political divide is moving and challenging to the students listening.

Independent enquiry

Students are encouraged to engage in their own research of the past. This can prove interesting because students can resort to reiterating the viewpoints and accounts of their family/ communal tradition. In order to avoid this occurrence, it is best if the teacher gives precise guidelines for the conducting of the enquiry. Students should be encouraged to consult sources which show the different interpretations of an event. This means more work and preparation for the hard pressed teacher but it is an essential part of the process if history is to be used to challenge prejudices and intolerance in Northern Irish society.

Presentations

Following a piece of independent enquiry, students are encouraged to present their findings orally. Research has shown that we learn:

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what is discussed with others
80% of what we experience personally
90% of what we teach someone else.

Communication skills are so essential in today's workplace and, in Northern Ireland, we desperately need young people who will stand and challenge the distorted accounts of the past given to them by their communities.

Using the Internet and CD-ROMs

The range of material on the Internet about Irish history is vast. Teachers in Northern Ireland are currently being trained to teach students critical awareness in dealing with the historical accounts on the Internet. For example, a number of sites on the Irish famine grossly exaggerate the wickedness of the British. Just as with written and visual sources contained in textbooks, students are encouraged to find out who has produced the website, for what purpose and can they find examples of words which show opinions rather than facts. Students are encouraged to cross-reference material downloaded from the Internet with material contained in textbooks and supplementary resources.

There are a lot of primary sources on the Internet - not just printed documents such as newspapers, diaries, letters, poems but images of artefacts (art, pottery, articles of clothing, tools and food), pictures and details of places (dwellings, buildings and structures), sounds (music, stories and folklore) and images (paintings, photographs, videos/movies).

Primary sources are the key to reconstructing and interpreting the past. Using primary sources in the history classroom will promote active learning and development of critical thinking, reasoning and problem-solving. As students work with primary sources, they have the opportunity to do more that just absorb information; they can also analyse, evaluate, recognise bias and contradiction and weigh the significance of evidence presented by the source. Primary sources enhance the learning process by allowing students to construct their own understandings of people, events and ideas. Students can uncover, discover and reflect on content and their conceptions of such through enquiry, investigation, research and analysis.

In Northern Ireland, the Department of Education funded the provision of a CD-ROM looking at the year 1916 - The same year that, whilst Unionists and Nationalists both died for their country on the battle fields of World War One, a number of Nationalists mounted a rebellion against British rule at Easter in Dublin - the

Home Front. The CD-ROM shows the symbols, images, perspectives of both sides of the community about the year 1916. I am involved in a project to mix groups of students with adults in community groups in an attempt to break down the divide between what is taught in school and attitudes held in the local communities.

Evaluation of these major developments

History teachers in Northern Ireland are now in a position to teach history from a range of perspectives and interpretations. Most teachers of students aged 11 to 18 years have studied a history degree for 3 years which has taught them the skills of analysis, critical thinking, representation and interpretation.

There remains a need for a number of issues to be addressed.

Teaching certain history for 1 or 1 ½ hours a week solves little in a society dominated by bipolar historical interpretation, where the symbols and images of the past have a dangerous power in the socialisation of future generations. Lifelong learning projects which promote the teaching of objective history to adults in community groups have begun.

As Northern Ireland has enjoyed a period of relative peace, the range of ethnic minority groups has begun to grow. History teaching needs to address the history of a greater range of peoples other than British or Irish in order for students to appreciate the richness of diversity in any society.

Irish history is sophisticated and it demands a level of maturity and understanding to interpret its complexities. This is the problem with teaching any controversial history. You are dealing with students of 11 -14 years old who see things in black and white. It is very hard for them to distance themselves from attitudes in their communities. There is the danger of them using what they learn in history to reaffirm their prejudices.

There is still a need to ensure that all teachers adopt a critical and multi-perspective approach to the teaching of the history of Ireland and Britain. Only recently, I overheard a teacher say " ***Oh good, we are doing the famine, we can teach how the British starved the Irish***".

The Northern Ireland curriculum is currently undergoing a review. Some teachers have felt that there is a danger of doing too much Irish history. It is important that students learn about the rest of the world as well e.g. the Arab/Israeli conflict, the Yugoslav conflict which translate similar problems of a new state starting such as experiences of settlers, colonists and the native population. It is important that pupils see the history of conflict set in another context, otherwise students just see the problem in Northern Ireland terms.

There, has however, been a reluctance on behalf of the teachers to encourage real controversy in the history classroom. Many teachers are afraid of the repercussions of students engaging in an overtly political debate integrating knowledge from history with the skills of political interpretation, enquiry and analysis. Teachers fear repercussions from parents and community members. If the current troubles in Northern Ireland are to be truly solved at a grass roots level, students need to be provided with the necessary skills and knowledge to debate current political developments. If we avoid challenging the myths and distortions of Irish History because they are the sort of issues which might arouse suspicion, concern or anger among pupils, parents or of colleagues, then we must abandon our pupils to the education of the streets - to bigotry, to tit for tat killing, to the too well practised art of sitting on the fence.

In the light of this, the Northern Ireland government is supporting the introduction of Education for Democratic Understanding (Citizenship) in which many history teachers will be involved. History teachers are viewed as some of the best teachers equipped with the necessary skills to promote and provoke genuine enquiry, analysis and debate.

Students must understand that peace in Northern Ireland is a process, not a finished product and that discussing and interrogating stereotypical viewpoints are essential to the success of the peace process. History helps develop a well-rounded person equipped to build a life of dignity and fulfilment. It creates connections with people in other cultures and places us in the chain that links the past and the future. History opens the great casebook of human experience and helps prepare students for fruitful private life and public action. I hope it continues to be a powerful tool in the education of young people in Northern Ireland and the Russian Federation.

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